**CHAPTER 11**

**What are standards?**

A statement of a desired outcome which in education is usually a description of student learning (296) **What do the Common Core State Standards hope to address? Are they a good step toward improving education in places like those in Kozol’s book? Why or why not?**They hope to address students the knowledge and skills they need for success in college and careers. Yes it is because it sets a guideline for students that are preparing for college and help organization management. (297) **What is the difference between formative and summative assessment? Give examples of each from classes you took in high school and college.**Formative assessment is done to provide feedback to students and teachers about what has been learned so far and to be used by the teacher and students to plan next steps in instruction (portfolio where you put your best pieces of work together to be examined) and summative assessment is to make a final judgement about whether the desire level of accomplishment has been attained such as passing a course.(Final Exam) (304) **Define diagnostic assessment.**They provide an array of questions and tasks for a student to perform in a specific area such as reading, writing, math or motor skills. These assessments might be organized by level of difficulty. If they are successful in the task, they are given a harder one. (306) **What is the difference between norm-referenced measures and criterion-referenced measures? Which would you personally prefer to take and why? (There is no wrong answer to the second part of this question). Does the subject being tested influence your preference?**

Norm Referenced Measures are to demonstrate who is best in some areas and the Criterion- referenced measures compare a student’s performance with that of a comparison group of students, criterion referenced assessments compare a student’s performance with a specific type of accomplishment or criterion. We would prefer a criterion because its more self-relied and not just a test on what you do and don’t know from the subject. Yes it does influence the preference. (307) **What is the difference between holistic and analytic assessment?**

Analytic assessments refers to looking at each dimension of the performance and scoring each individually and holistic refers to considering all criteria simultaneously and making one over evaluation.(312) **What does the Depth of Knowledge (DOK) model assess? What is one fundamental difference between DOK and Bloom’s Taxonomy?**DOK model assess recalling and reproduction, skills and concepts, short term thinking and reasoning, and extended thinking. The difference between the two is that Blooms focuses on describing different knowledge level’s use of understanding; it has six levels but is more complex. (312) **Define a growth model as it applies to teacher and/or school evaluation.**A growth model is a statistic model that compares change in test scores of the same students over time. In a student/ teacher evaluation, it tests the student’s capacity in learning and how affective the teachers methods are to her students. (317) **Define a value-added model as it applies to teacher and/or school evaluation.**A value-added model is a statistical model that measures student growth over a period of time and evaluates the extent to which a student’s performance is above or below what is expected. In a student/ teacher evaluation it focuses on if the student needs extra attention than other students. **What problems might occur with the two models above?  
Examine the section “Testing Challenges” (pages 322-323). Which concerns you the most? The least? Or do they all concern you equally (or not concern you at all)?**

Problems with the first one can be stuff like the teacher not having a lot of experience, the student not trying as hard as he did on the other ones or the student lacking skills in a topic than the others. The second one is concerning because a teacher may feel guilty for not being able [to give the student alternative ways to teach, all in all; the student needs more help and the teacher should take that upon herself to seek it for them.  **On pages 321-322, the PISA test is discussed. Here is some information the book does not provide: If American students are disaggregated by zip codes, those living and going to school in the most affluent zip codes do as well as or better than students from the top ranking countries. How does this change your interpretation of this section of the textbook? Or does it change your interpretation at all?**

It’s kind of an unfair representation to those to other countries who try their best for top ranking scores. So, if the average of scores is just from the affluent zip codes, that leaves out the students who try their best but don’t stand out because they aren’t in the affluent zip codes.